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ABSTRACT

The Region 1 Right-to-Read Project was initiated in seven Texas school districts in 1972-73 and was continued in the 1973-74 school year. All seven districts decided to use a bilingual Spanish-English reading approach beginning at the kindergarten level. In September 1973 the program was expanded to include first grade students who were in the kindergarten program. Consequently, the 1973-74 program included 43 first grade classrooms; total enrollment was approximately 1,100 in the first grade and 1,000 in kindergarten. The bilingual materials were the first and second year materials from a sequential, 3-year Elementary and Secondary Education Act program designed for Mexican American children with little or no knowledge of English. A revised administrative procedure for tracking the achievement and progress of students in each classroom was developed and implemented for 1973-74. The project staff designed three charts for teachers to use to track individual progress and achievement: (1) the Oral English Classroom Record Sheet; (2) the Spanish Reading Classroom Record Sheet; and (3) the English Reading Classroom Record Sheet. The various objectives for the different levels are given, with tables presenting the achievement results for the year. (KM)

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RIGHT TO READ ANNUAL PERFORMANCE REPORT

Grant No. OEG-0-72-4768

REGION ONE RIGHT TO READ PROJECT
101 South Tenth Street
Edinburg, Texas

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[1974]

RC008112

I. INTRODUCTION

Scope of the Project

The Region One Right-to-Read Project was initiated in seven school districts in 1972-73 and was continued in the 1973-74 school year. All seven districts decided to utilize a bilingual Spanish-English reading approach beginning at the kindergarten level. In September 1972, bilingual program materials which had been developed by Region One Education Service Center under an ESEA Title VII grant were placed in 38 kindergarten classrooms with an enrollment of approximately 900 children. In September 1973, the program was expanded to include first grade students who had been in the program in kindergarten. Consequently, in 1973-74 the program included 43 first grade classrooms and 40 kindergarten classrooms. Total student enrollment in the program for 1973-74 was approximately 1,100 in first grade and 1,000 in kindergarten.

Right to Read Materials

The Bilingual materials placed in the kindergarten and first grade classrooms are the first and second year materials from a sequential, three-year program designed for Mexican-American children with little or no knowledge of English.

The kindergarten materials consist of two components:

1. Spanish Reading. This course, designated as Spanish ROLL*,is designed to teach first year (kindergarten) Spanish-speaking students to read in Spanish. Students who do not complete the course during kindergarten continue it during first grade.
2. English as a Second Language, Level I. This course, designated as the ROCK** program, is the first year segment of a sequential two-year program of oral English instruction designed specifically for non-English speaking children.

The first grade materials consist of three components:

1. English Reading. This course, designated as English ROLL*, is intended specifically for teaching non-English speaking students to read in English. It is designed to utilize the student's knowledge of Spanish reading to teach English reading.
2. English as a Second Language (Level II). The second year segment of a sequential two-year program of oral English instruction for non-English speaking children.
3. Social Education. This program is optional and is designed to enhance the student's skill in reading the Spanish language while teaching about a variety of concepts concerning school, family, and the community.

Personnel

Personnel participating in the Region One Right-to Read Project include the following:

Classroom Teachers. Forty kindergarten teachers and forty-three first grade teachers participated in the Right-to-Read program in 1973-74. Data related to the teacher's professional experience and qualifications are presented in Table I (kindergarten teachers) and Table II (first grade teachers). The kindergarten teachers have an average of 8.1 years of teaching experience, with an average of 3.6 years experience at the kindergarten level. Six of the kindergarten teachers were first year teachers.

The first grade teachers had an average of 10.3 years of teaching experience, and an average of 7.8 years of experience at the first grade level. Six of the teachers were first year teachers while eight had 20 or more years of teaching experience.

TABLE I

PROFESSIONAL BACKGROUND OF KINDERGARTEN TEACHERS

School	Number Teachers	Average Yrs. Teaching	Average Yrs. Teaching Kindergarten	Education Level			
				B.A.	B.A.+15	M.A.	M.A.+
A	9	10.2	4.6	9			
B	1	2.0	2.0	1			
C	1	19.0	7.0	1			
D	6	8.3	2.4	6			
E	4	17.0	4.7	3	1		
F	9	3.6	3.2	7	2		
G	10	6.1	3.3	9*			
Totals	40	8.1	3.6	36	3		

*1 No Response

TABLE II

PROFESSIONAL BACKGROUND OF FIRST GRADE TEACHERS

School	Number Teachers	Average Yrs. Teaching	Average Yrs. Teaching First Grade	Education Level			
				B.A.	B.A.+15	M.A.	M.A.+
A	9	13.7	7.7	8		1	
B	1	4.5	1.0	1			
C	1	24.0	21.0	1			
D	6	10.1	7.3	5			1
E	5	14.2	13.8	4	1		
F	12	9.6	7.9	10		2	
G	9	4.9	4.1	7	1		1
Totals	43	10.3	7.8	36	2	3	2

Education level for the kindergarten teachers were as follows: 36 teachers had bachelor's degrees and 3 had completed the B.A. or B.S. plus 15 hours graduate credit. For the first greade teachers, 36 had bachelor's degrees while 2 had B.A. plus 15 hours. In addition, 3 had completed their master's degree and 2 had graduate credit beyond the masters degree.

A survey of the teachers indicated that ten of the kindergarten teachers and fourteen of the first grade teachers either could not communicate in Spanish or were not fluent. In contrast, five kindergarten teachers and eight first grade teachers were fluent in speaking Spanish but not fluent in reading and writing. The remaining teachers (twenty-five kindergarten and twenty-one first grade) were fluent in speaking, reading, and writing Spanish. The results of the survey indicate that 25% of the kindergarten teachers and 33% of the first grade teachers were essentially monolingual English speakers while 75% of the kindergarten and 67% of the first grade teachers were bilingual in English and Spanish.

Administrative Staff. The staff for the Region One Right-to-Read Project for 1973-74 consisted of the Project Director, two full-time consultants, two aides, and a project evaluator. The staff is presented as Appendix C to this report.

II. EVALUATION OF THE PROJECT

Administrative Organization for Evaluation

A revised administrative procedure for tracking the achievement and progress of students in each classroom was developed and implemented for 1973-74. Rather than utilizing project staff to perform administrative functions, the teachers and administrators in each school were asked to assume responsibility for these activities. The project staff designed three charts for teachers to use to track the individual progress and achievement of each student in her classroom. These charts were (1) the Oral English Classroom Record Sheet, (2) the Spanish Reading Classroom Record Sheet, and (3) the English Reading Classroom Record Sheet. Teachers posted the charts for each student as he/she completed specific steps in the programs.

A second set of charts were developed for the principal in each school. Since the principal needed the progress and achievement levels of classrooms rather than individual students, a set of charts were developed to provide summary information about each classroom. These charts, entitled the Principal's Composite Campus Report, were prepared for listing progress and achievement levels in each classroom in Oral English, Spanish reading, and English reading. The principals were asked to collect and post information from each classroom at the end of every week.

The principals were given information and training in appropriate procedures for posting and interpreting the charts. They were also asked to assume responsibility for training the teachers to use the charts, although the Region One consultants were available if assistance was requested.

The principals were given data showing the rates of progress which could be expected for a typical class and test scores which indicated satisfactory levels of achievement. (These data were based on progress and achievement of children who had participated in the program in previous years).

Performance Objectives for 1973-74

Performance objectives for kindergarten and first grade students were prepared and submitted as part of the 1973-74 project proposal. These objectives provide a basis for evaluating student progress during the year.

Objectives for the Kindergarten Program

Objective 1: At least 80% of the students from each classroom in the Spanish Reading Program will demonstrate that they can relate sounds to symbols and use syllables to compose syllables and words in Spanish.

Objective 2: All classrooms in the Spanish Reading Program will complete at least one-half of the Spanish correspondences by the end of the school year. At least 80% of the students in each classroom will achieve criterion on each interim test of the Spanish correspondences.

A total of 40 classrooms were included in the Spanish Reading Program. The Spanish Reading Program contains eight reading booklets, with a criterion-referenced test to be administered to each student upon completion of the booklet. Teachers were instructed not to allow a student to proceed to the next reading booklet until he/she had attained criterion on the interim test for that booklet. Consequently, students who attained criterion on an interim test went on the the next reading booklet while those who did not were recycled through materials on which they showed a lack of knowledge, then re-tested.

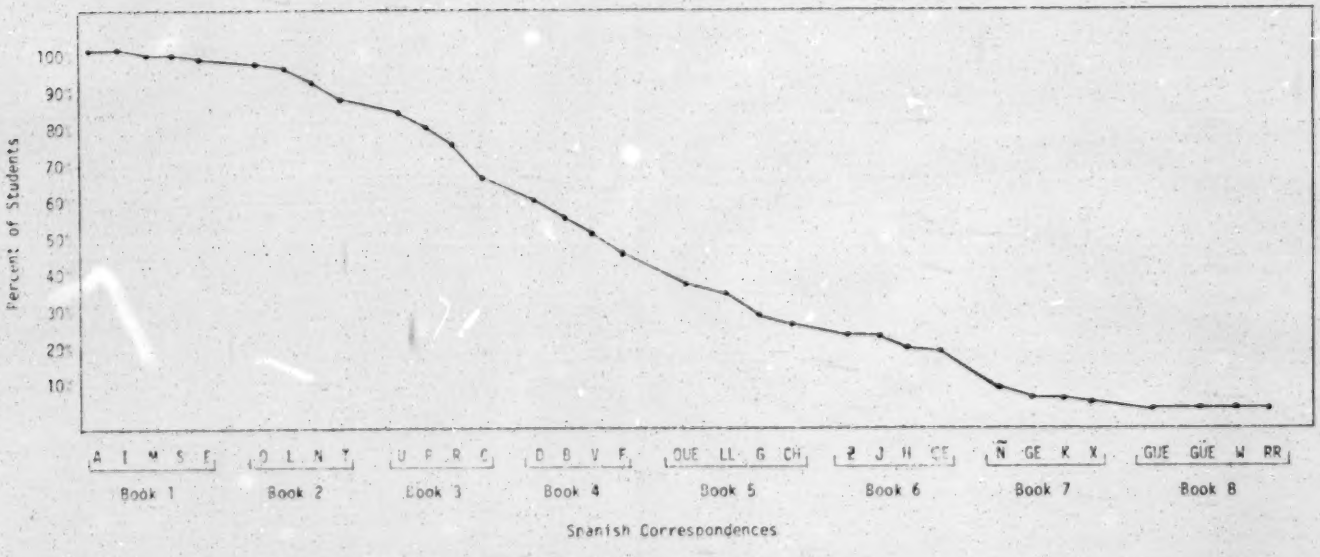
Since each reading booklet beginning with booklet #1 provided exercises for the student to relate sounds to symbols and use symbols to compose syllables and words, any student who passed the interium test for reading booklet #1 attained the first objective for the program. Since approximately 98% of the students completed booklet #1 and achieved criterion on the interim test, this objective was achieved.

Objective 2 stated that all classrooms would complete at least one-half of the Spanish correspondences. The Spanish Reading Program contained 32 correspondences, so that the classrooms were expected to complete at least 16 by the end of the year. However, because students within each classroom were grouped and moved at different rates, not all students in each classroom were expected to complete 16 correspondences. The data indicated that 33 of the 40 classrooms had five or more students who had completed at least 16 of the Spanish correspondences. In 7 classrooms, none of the students completed half of the correspondences. Six of these classrooms were in the same school, indicating that the problem may have been more with the teachers and administrators than with the students.

In order to estimate student progress in the Spanish correspondences, a graph was constructed indicating the percentage of the students in the project who had completed each correspondence. Table III shows that virtually all students had completed the first 5 correspondences, while 50% had completed half (16) correspondences.

TABLE III

Percentage of Students That Completed Each Correspondence in Spanish Reading



Since the students within each classroom progessed at different rates and students who did not meet criterion on an interium test were re-tested, objective 2 could not be evaluated as it was originally stated. As a result, data was collected from each school rather than for each classroom. Table IV presents the number of students in each school who have "successfully" completed each reading booklet (i.e. finished the booklet and passed the interim test). Only one school district had completed less than four reading booklets and this district had only one classroom in the project.

TABLE IV

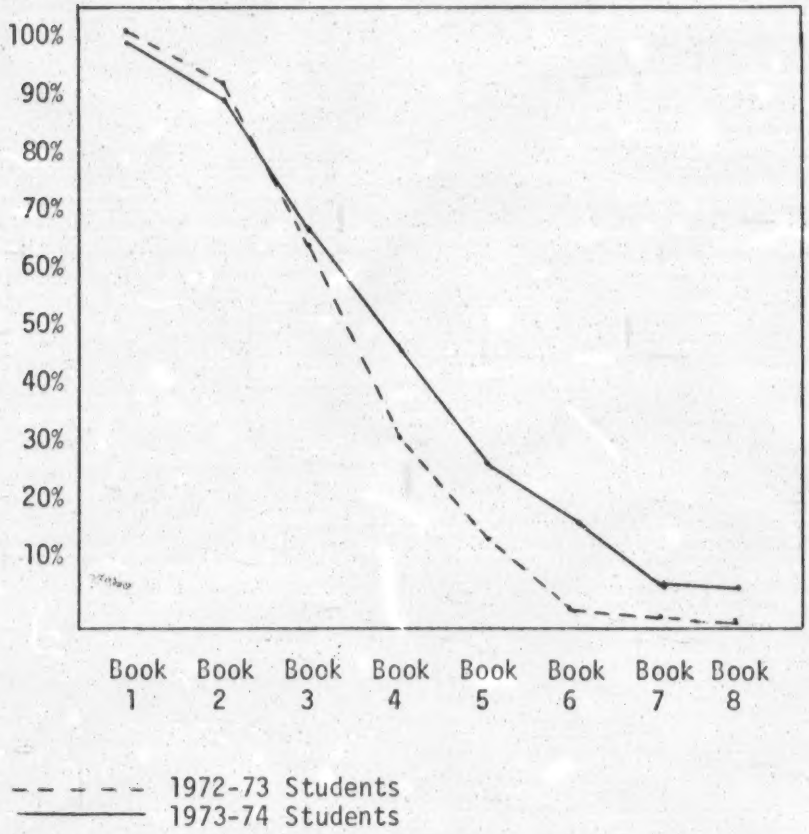
Number of Kindergarten Students
That Completed Each Spanish Reading Booklet

School	No. Students	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6	Book 7	Book 8
A	106	104	99	99	85	62	47	9	
B	18	18	18	18	18	14			
C	156	154	154	131	92	48	27	19	19
D	218	212	160	101	50	18	18		
E	236	232	220	181	138	94	66	25	25
F	237	233	199	114	61	16	5		
G	25	25	19	6					
Totals	996	978	869	650	444	252	163	53	53

The progess of all students in the Spanish Reading program is presented in Table V. The table shows the percentage of students in the project who have completed each reading booklet. These results indicate that while the student group as a whole progressed more slowly than had been projected, it progressed more rapidly than did the students who were in the 1972-73 Spanish Reading Program.

TABLE V

Percentage of Students Completing
the Spanish Reading Booklets



An end-of-year Spanish reading test was administered to students in the program. The test consisted of two parts and was administered to two different groups of students. The first part, vocabulary, contained 6 subtests and was given to approximately 640 students. However, 114 tests were eliminated from the analysis because the number of reading booklets completed by the students were not available. The results of the vocabulary test are presented on Table VI. Since the vocabulary test was designed to determine if students could read the words contained in the reading booklets which they had completed, most teachers did not allow the students to attempt subtests beyond those corresponding to the last booklet completed by the student.

TABLE VI

SPANISH READING END-OF-YEAR AVERAGE
Scores for the Vocabulary Subtest
(Kindergarten Students)

Booklet Completed By Student	Subtest Average					
	Subtest 1 (Book 1 & 2)	Subtest 2 (Book 3)	Subtest 3 (Book 4)	Subtest 4 (Book 5)	Subtest 5 (Book 6)	Subtest 6 (Book 7 & 8)
Booklet #1 (N=57)	4.05					
Booklet #2 (N=82)	4.78	6.28 (N=18)				
Booklet #3 (N=122)	5.62	6.23	3.33 (N=97)			
Booklet #4 (N=97)	5.87	6.81	6.29	5.33 (N=33)	6.09 (N=11)	5.11 (N=9)
Booklet #5 (N=62)	5.89	6.68	6.65	6.74	4.45 (N=22)	4.89 (N=18)
Booklet #6 (N=66)	5.95	6.94	6.82	7.80	6.68	5.90 (N=60)
Booklet #7 (N=18)	6.00	6.83	6.72	7.83	6.50	5.67
Booklet #8 (N=22)	5.95	6.95	7.00	8.00	6.95	7.00

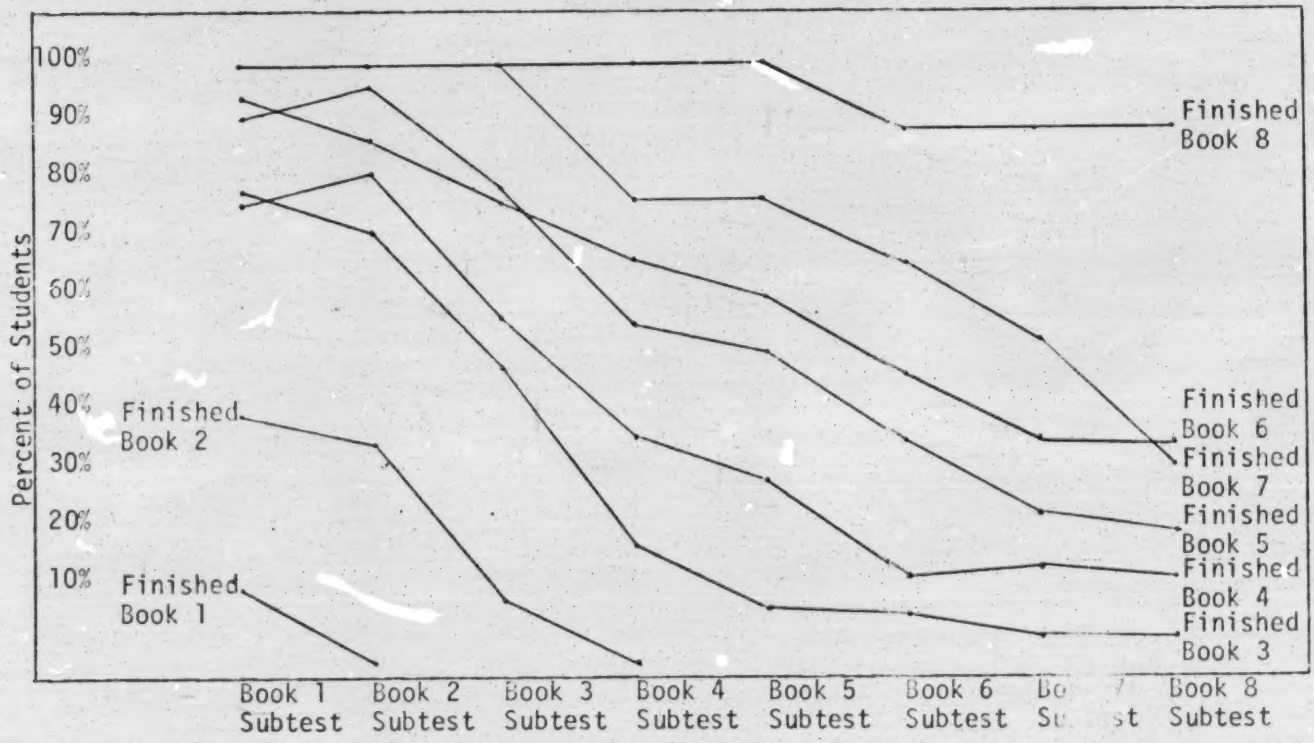
N=526

Table VI indicates that as the students progressed through the reading booklets, reading skills as reflected in the subtest scores increased. For example: students who completed only reading booklet 1 had an average of 4.05 (out of a possible 6.0) on subtest 1 while students who had completed booklets 4-8 had average scores near the maximum possible score. This pattern is consistent throughout the table, indicating that students were not forgetting vocabulary learned earlier in the program, but rather had maintained and increased their skills.

The second part of the end-of-year Spanish reading test consisted of sentences composed of letters corresponding to each reading booklet. The student read each sentence aloud and the test administrator made a judgment as to whether he read sound by sound, syllable by syllable, word by word, or fluently. The test results are presented in detail in Appendix A . The percentage of students at each reading level who read fluently are presented in Table VII. The table indicates that, as expected, reading fluency increased as the number of reading booklets completed by the student increased. It also reveals that some of the students were able to read fluently from materials which they had not previously had in class. Data from Appendix A indicates that few students read sound by sound except in the very early reading booklets. However, as the reading material became more difficult, significant percentages of students tended to read syllable by syllable or word by word.

TABLE VII

SPANISH READING END-OF-YEAR TEST
Student Reading Fluency at Each Reading Booklet



Student comprehension scores indicate that comprehension increased as the number of books completed by the students increased. Furthermore, a comparison of student fluency with comprehension tends to indicate that students who could not read fluently were unlikely to comprehend what they read.

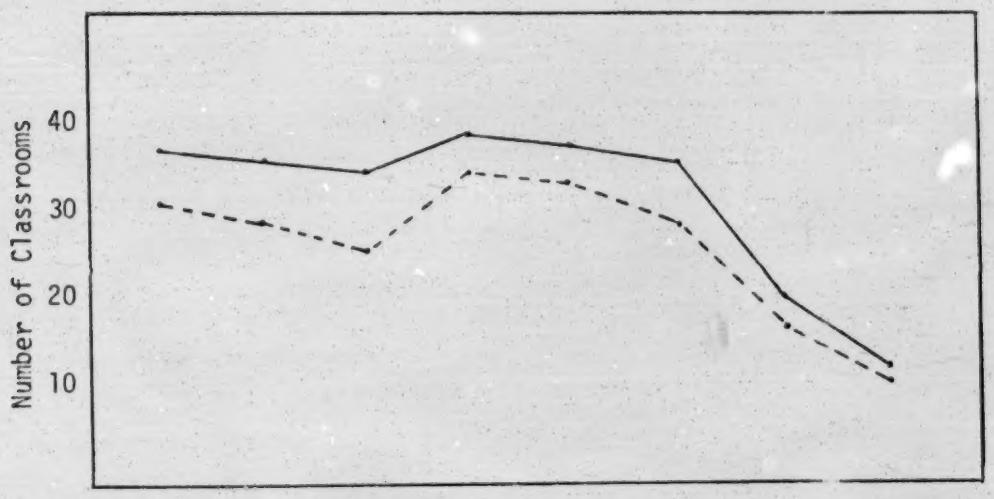
Objective 4: At least 80% of the students in each classroom in the ESL level I program will demonstrate their ability to generate orally at least three-fourths of the English sentence patterns contained in the ROCK I kit by achieving criterion on each interium test.

The Region One Curriculum Kit (ROCK) level I English as a second language program contains 128 individual language lessons. A plateau test was administered at specified lesson intervals (approximately 15 lessons). A total of eight plateau tests were administered as a part of the ROCK lessons. The plateau tests were completed individually by six students (2 classified by the teacher as high in oral English, 2 middle, and 2 low) rather than to the whole class. Different students were selected for each test in order to get a representative picture of the classroom.

Each plateau test contained 10 items designed to test various English sentence patterns, and the criterion established was 7 out of 10 items correct. The results of the kindergarten students' tests are presented in Table VIII. The table indicates that test #1 was administered in 36 classrooms and the criterion was attained in 30 classrooms. None of the eight tests were administered in all 40 classrooms. For tests #1-6, this was due primarily to teacher oversight and for tests #7-8 because the students had not completed the required lessons.

TABLE VIII

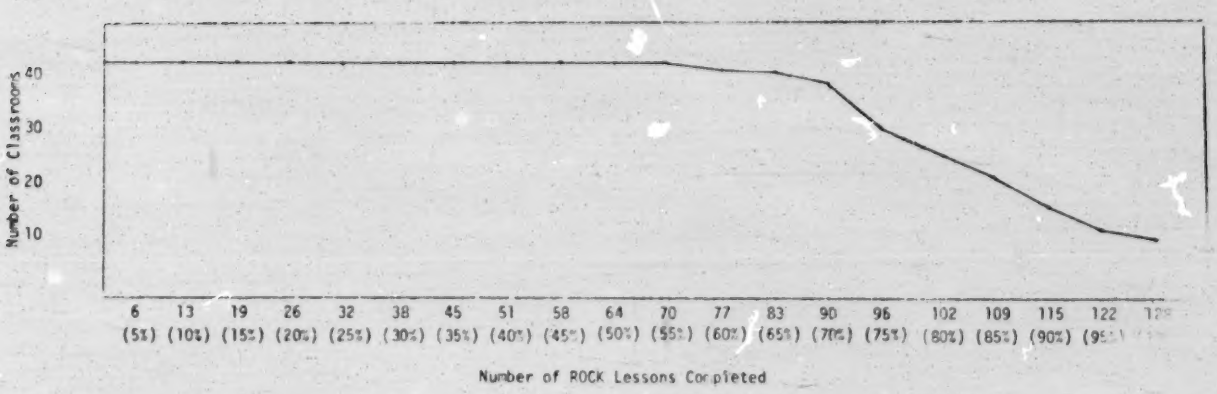
Number of Classroom in Which Plateau Tests Were Administered
Vs. The Number Achieving Criterion



The ROCK level I program contained 128 lessons, and all classrooms were expected to complete 90% or more of the lessons. Table IX shows that 14 classrooms, or 35% completed 90% of the lessons while 10 classrooms or 25% completed all 128 of the lessons. Progress in the ROCK program was somewhat slower than expected, and fewer classrooms completed the program than in 1972-73.

TABLE IX

Progress of Kindergarten
Classrooms in ROCK Level I
Oral English Lessons



Objective 5: Every child in the Right to Read program will volunteer to relate experiences at least once each week during sharing time.

Sharing time was conducted in every classroom, and consultant observations indicated that it was being conducted in accordance with the program guidelines. However, records of each child's contribution were not available because teachers did not maintain permanent poster charts.

Objectives for the First Grade Program

Objective 1: At least 80% of the students in each classroom will demonstrate their ability to generate orally at least three-fourths of the English sentence patterns contained in the ROCK level II kit by achieving criterion in each plateau test.

The Region One Curriculum Kit (ROCK) level II oral English program contains 116 individual language lessons. A plateau test was administered by the teacher at specified lesson intervals (approximately 15 lessons). A total of eight plateaus were to be administered as a part of the ROCK program. The plateau tests were to be completed by six students (2 high ability in oral English, 2 middle, and 2 low) rather than to the class as a whole. Different students were selected for each test in order to get a representative picture of the classroom.

Each plateau test contained 10 items designed to test various English sentence patterns and the criterion established was 7 out of 10 items correct. Data on the number of classrooms which achieved criterion on each palteau test was available for only 16 of the 45 first grade classrooms. The results, presented in Table X indicate that 75% or more of the classrooms that reported reached criterion on plateau test 1 through 5. Few of the reporting classrooms administered tests 6 through 8 because they did not progress far enough in the ROCK lessons.

In order to determine the progress of the first grade classrooms in the ROCK lessons, a chart showing the percentage of lessons completed was compiled. This chart, presented as Table XI , shows 15 classrooms (33%) completed the ROCK level II program, while 25 (56%) completed at least 90% of the lessons. These results indicate that progress was acceptable for the project as a whole. Further analysis indicated that in one school five of the nine classrooms completed 65% or less of the lessons. This school had also showed less progress in the kindergarten program.

TABLE X

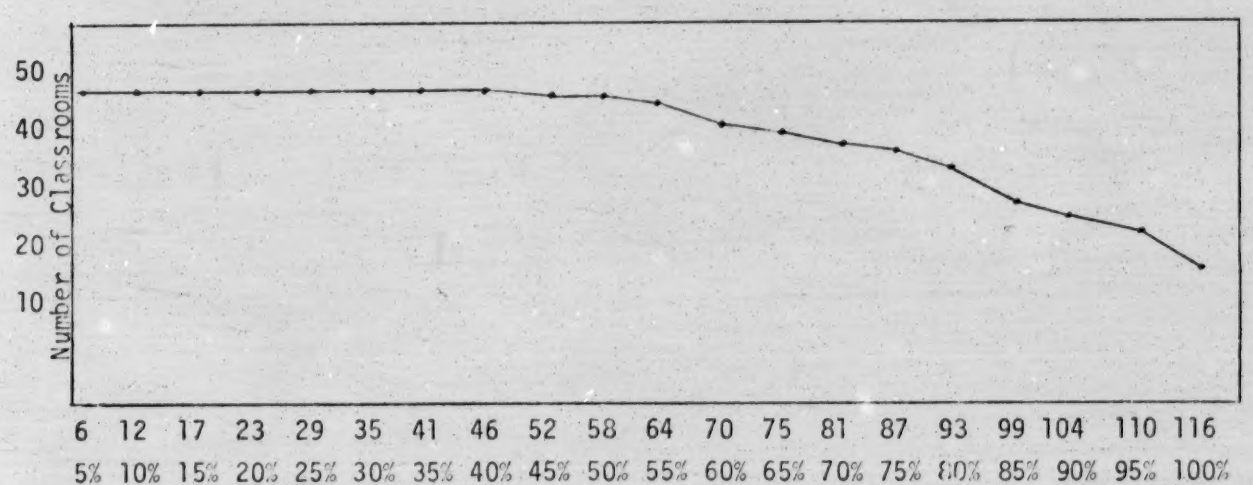
Number of First Grade Classrooms That Achieved Criterion on ROCK Level II Plateau Tests

School	Number of Classrooms	Number of Classrooms Reaching Criterion							
		Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
A	3*/ 4**	3	3	3	3	3	2	1	
B	0 / 1	Not Available							
C	0 / 6	Not Available							
D	8 /12	5	8	8	7	7	7	5	3
E	5 /12	4	4	5	5	3	3	3	2
F	0 / 9	Not Available							
G	0 / 1	Not Available							

*Number of classrooms for which test results were returned
**Number of classrooms participating in the program

TABLE XI

PERCENTAGE OF ROCK LEVEL II LESSONS COMPLETED BY FIRST GRADE CLASSROOMS



Objective 2: Every child in the Right to Read program will volunteer to relate experiences at least once each week during sharing time.

Objective 3: By the end of the school year, 90% of the student statements written by the teacher during sharing time will be in English.

Sharing time was conducted in each classroom and consultant observations indicated that it was being carried out in accordance with the program guidelines. However, records of each child's contributions were not available because the teachers did not maintain permanent sharing time charts.

Objective 4: At least 80% of the students in each classroom in the English Encoding program will be able to spell and read eight of any ten single syllable words in each reading booklet. The words will contain short vowels, long vowels, and vowel digsaphs (if appropriate to the particular reading booklet).

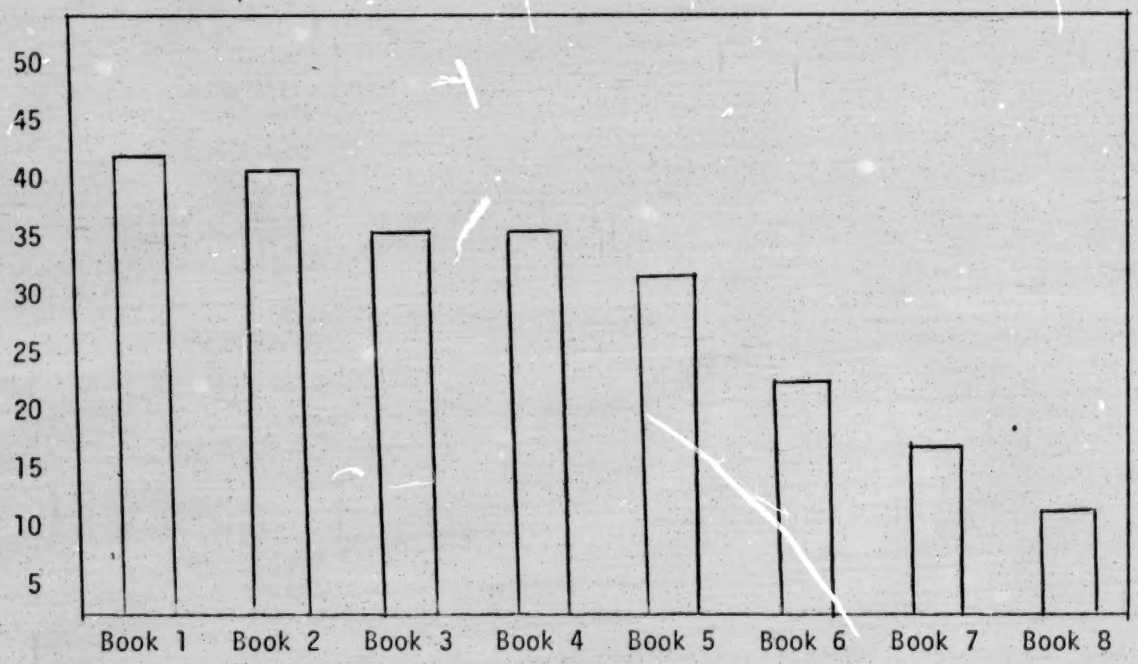
A total of 42 first grade classrooms participated in the English encoding program in 1973-74. The program consists of eight reading booklets in English with a criterion-referenced test to be administered to each student upon completion of the booklet. Teachers were instructed not to allow a student to proceed to the next reading booklet until he/she had scored at or above the criterion on the interim test for that booklet. Consequently, students who attained criterion on an interium test went on the the next booklet while those who did not were recycled through the materials in which they showed a lack of knowledge, then re-tested.

Table XII shows the number of classrooms in which at least one group of students had completed the English encoding booklet indicated. For example, students in 42 classrooms completed booklet #1 while students in only 10 classrooms completed bocklet #8. One reason for the different rates of progress evident from the table was that the teachers were encouraged to use the English encoding booklets along with their basal readers. As a result, teachers in some classrooms de-emphasized

the English encoding program while others discarded it altogether after completing two or three booklets. Because of the uncontrolled variables introduced into the data by these types of activities, it is difficult to make any overall judgment as to the effectiveness of the English encoding program.

TABLE XII

ENGLISH ENCODING BOOKLETS
COMPLETED BY FIRST GRADE CLASSROOMS

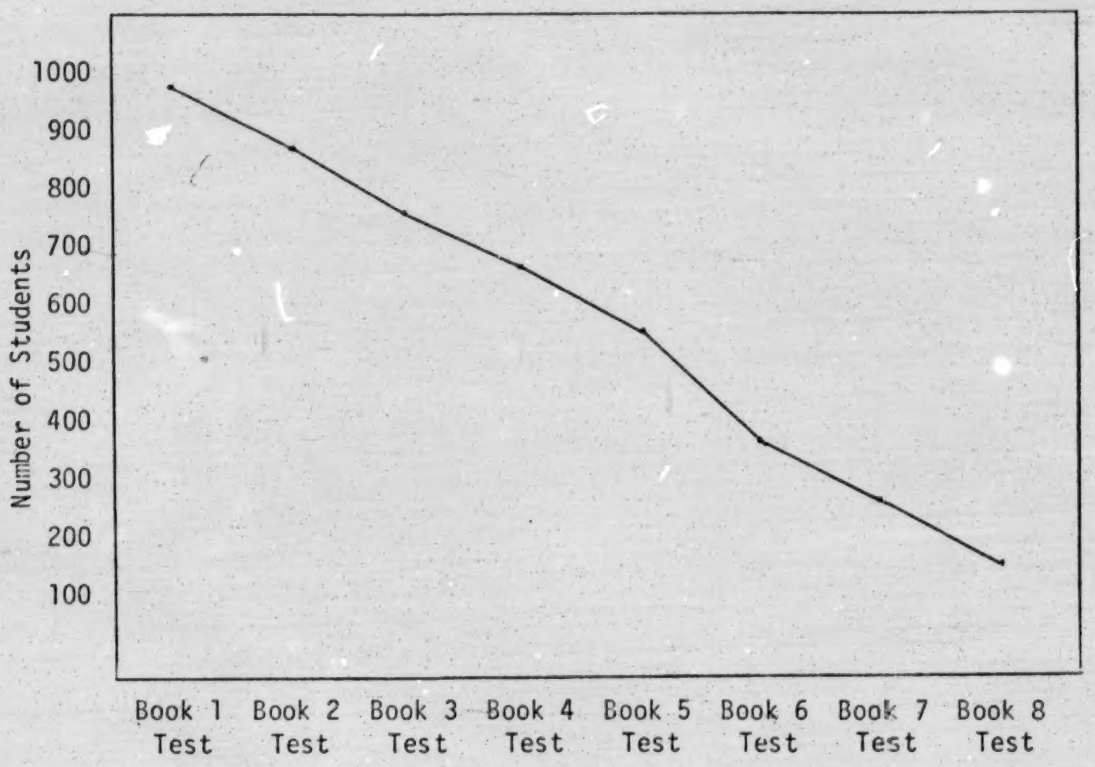


N=41*
*Information Not Available for 3 classrooms

The number of students that achieved criterion on each of the English encoding interim tests is presented in Table XIII. The downward trend of the graph is partially a result of classrooms progressing at different rates or discarding the booklets (as previously noted), and partially because grouping was encouraged in the classrooms which continued to use the booklets. Consequently, not all students in a classroom progressed through all the booklets during the year.

TABLE XIII

NUMBER OF FIRST GRADE STUDENTS ACHIEVING CRITERION
ON ENGLISH ENCODING INTERIM TESTS



Objective 5: At least 80% of the students in each classroom in the English Encoding program will be able to write a story in English containing at least 80 words by the end of the school year.

Because of the number of students involved in the English Encoding program, a comprehensive evaluation of writing skills was not attempted. Hoever, the project has entered into a contractual agreement with the University of Indiana to evaluate the writing skills of a sample of 300 project students. The results of that evaluation will be forwareded to USOE in a separate report upon completion.

APPENDIX A

ENGLISH AS A SECOND LANGUAGE INTERIM TESTS

May 30, 1974

SCHOOL/TEACHER	TEST #1		TEST #2		TEST #3		TEST #4		TEST #5		TEST #6		TEST #7		TEST #8	
	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion
SCHOOL A: Teacher 1	6	6	6	5	6	5	6	5	6	6	6	6	6	5	6	5
2	6	5	6	5	6	6	6	4	6	5	6	3	6	4	6	5
3	6	5	6	5	6	6	6	5	6	5	6	5	No Test		No Test	
4	6	5	6	5	6	5	6	5	6	5	6	5	6	5	No Test	
SCHOOL B: Teacher 1	6	5	6	6	6	3	6	6	6	5	No Test		No Test		No Test	
SCHOOL C: Teacher 1	6	5	6	5	6	6	6	5	6	6	6	5	6	5	6	6
2	6	6	6	6	6	5	6	6	6	6	6	5	6	6	6	6
3	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
4	6	6	6	5	6	5	6	6	6	4	6	5	6	5	6	4
5	6	2	6	3	6	2	6	6	6	3	6	2	6	5	6	5
6	6	0	6	2	6	3	6	4	6	3	6	3	6	1	6	2
SCHOOL D: Teacher 1	6	4	6	4	6	2	6	3	6	4	6	4	No Test		No Test	
2	6	5	6	5	6	5	6	5	6	6	6	5	6	4	No Test	
3	6	2	6	2	6	4	6		6	4	6	2	No Test		No Test	
4	6	5	6	5	6	2	6	1	6	4	6	2	6	1	No Test	
5	6	4	6	5	6	4	6	4	6	6	6	5	6	5	No Test	
6	6	4	6	4	6	5	6	5	6	5	6	5	6	5	6	5
7	6	4	6	3	6	5	6	4	6	4	6	4	No Test		No Test	
8	6	5	6	6	6	3	6	6	6	5	6	4	6	6	6	5
9	6	5	6	5	6	4	6	5	6	4	6	5	6	6	No Test	

APPENDIX A CONTINUED

SCHOOL/TEACHER	TEST #1		TEST #2		TEST #3		TEST #4		TEST #5		TEST #6		TEST #7		TEST #8	
	No. Tested	No Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion
SCHOOL E: Teacher 1	6	4	12	5	No	Test	12	6	12	7	12	9	No	Test	No	Test
2	6	2	6	3	6	3	6	4	2	2	2	2	No	Test	No	Test
3	6	4	6	5	6	5	6	4	5	5	6	4	No	Test	No	Test
4	6	6	No	Test	6	4	6	5	6	6	6	3	No	Test	No	Test
5	6	4	6	6	6	3	6	5	6	4	6	5	No	Test	No	Test
6	6	4	6	5	6	4	6	5	6	4	6	5	No	Test	No	Test
7	6	6	6	6	6	5	6	6	6	6	6	6	No	Test	No	Test
8	6	4	6	5	6	6	6	6	6	6	6	5	No	Test	No	Test
SCHOOL F: Teacher 1	6	2	6	5	6	3	6	4	6	4	No	Test	No	Test	No	Test
2	No	Test	No	Test	6	4	6	5	6	4	No	Test	No	Test	No	Test
3	5	6	6	6	6	4	6	6	6	6	6	6	6	4	No	Test
4	No	Test	No	Test	6	5	6	6	No	Test	No	Test	No	Test	No	Test
5	6	3	6	5	6	4	6	4	6	5	6	5	6	5	6	5
6	6	5	6	5	6	5	6	5	6	4	6	5	No	Test	No	Test
7	6	6	6	5	6	5	6	4	6	4	6	5	6	2	No	Test
8	No	Test	No	Test	No	Test	No	Test	No	Test	No	Test	6	4	No	Test
9	6	4	6	4	6	3	6	5	6	4	6	4	No	Test	No	Test
10	No	Test	No	Test	No	Test	No	Test	No	Test	6	5	No	Test	No	Test
SCHOOL G: Teacher 1	6	5	6	4	6	4	6	6	6	4	6	3	6	4	No	Test

APPENDIX B

SPANISH READING END-OF-YEAR READING FLUENCY
(Percent of Students at Eacn Level)

Reading Book Completed	Cannot Read At All								Reads Sound By Sound								Reads Syllable By Syllable							
	1*	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Booklet #1 (N=12)	0	73	91	91	100	100	100	100	83	18	9	9	0	0	0	0	0	0	0	0	0	0	0	0
Booklet #2 (N=44)	0	21	67	88	100	100	100	100	44	26	5	2	0	0	0	0	12	19	12	2	0	0	0	0
Booklet #3 (N=58)	0	2	12	41	76	88	90	91	16	16	12	10	3	0	0	0	5	9	22	16	10	2	2	0
Booklet #4 (N=46)	2	4	15	30	50	76	85	85	9	9	9	4	0	0	0	0	11	4	11	20	13	9	2	2
Booklet #5 (N=28)	0	0	0	4	14	36	57	68	4	4	7	7	4	4	0	0	7	4	14	14	11	7	7	7
Booklet #6 (N=22)	0	0	0	0	5	9	14	23	0	0	0	0	0	0	0	0	0	0	14	18	23	18	32	23
Booklet #7 (N=6)	0	0	0	0	13	13	25	25	0	0	0	0	0	13	13	0	0	0	0	0	0	13	0	13
Booklet #8 (N=6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Denotes the reading booklet from which reading materials in the subtest were taken.

	Reads Word By Word								Reads Fluently								Reads with Comprehension							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Booklet #1	8	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	8	8	8	0	0	0	0	0
Booklet #2	9	5	7	5	0	0	0	0	37	33	7	0	0	0	0	0	39	39	11	0	0	0	0	0
Booklet #3	3	5	5	17	0	0	0	0	76	69	47	14	5	5	3	3	78	76	53	24	3	2	0	2
Booklet #4	7	2	11	15	9	7	2	4	72	80	54	33	23	9	11	9	76	85	52	41	37	13	11	11
Booklet #5	0	0	0	21	21	21	18	11	89	93	79	54	50	32	21	18	93	100	82	79	68	39	29	29
Booklet #6	9	14	14	18	14	27	18	18	91	86	73	64	59	45	36	36	100	95	91	86	86	50	59	41
Booklet #7	0	0	0	25	13	0	13	38	100	100	100	75	75	63	50	25	100	100	100	100	88	75	75	63
Booklet #8	0	0	0	0	17	17	17	33	100	100	100	100	100	83	83	83	100	100	100	100	100	100	100	100

APPENDIX C

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